



School Reform Office (SRO) Support Services for Persistently Lowest Achieving (PLA) Schools

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SRO and PLA Schools

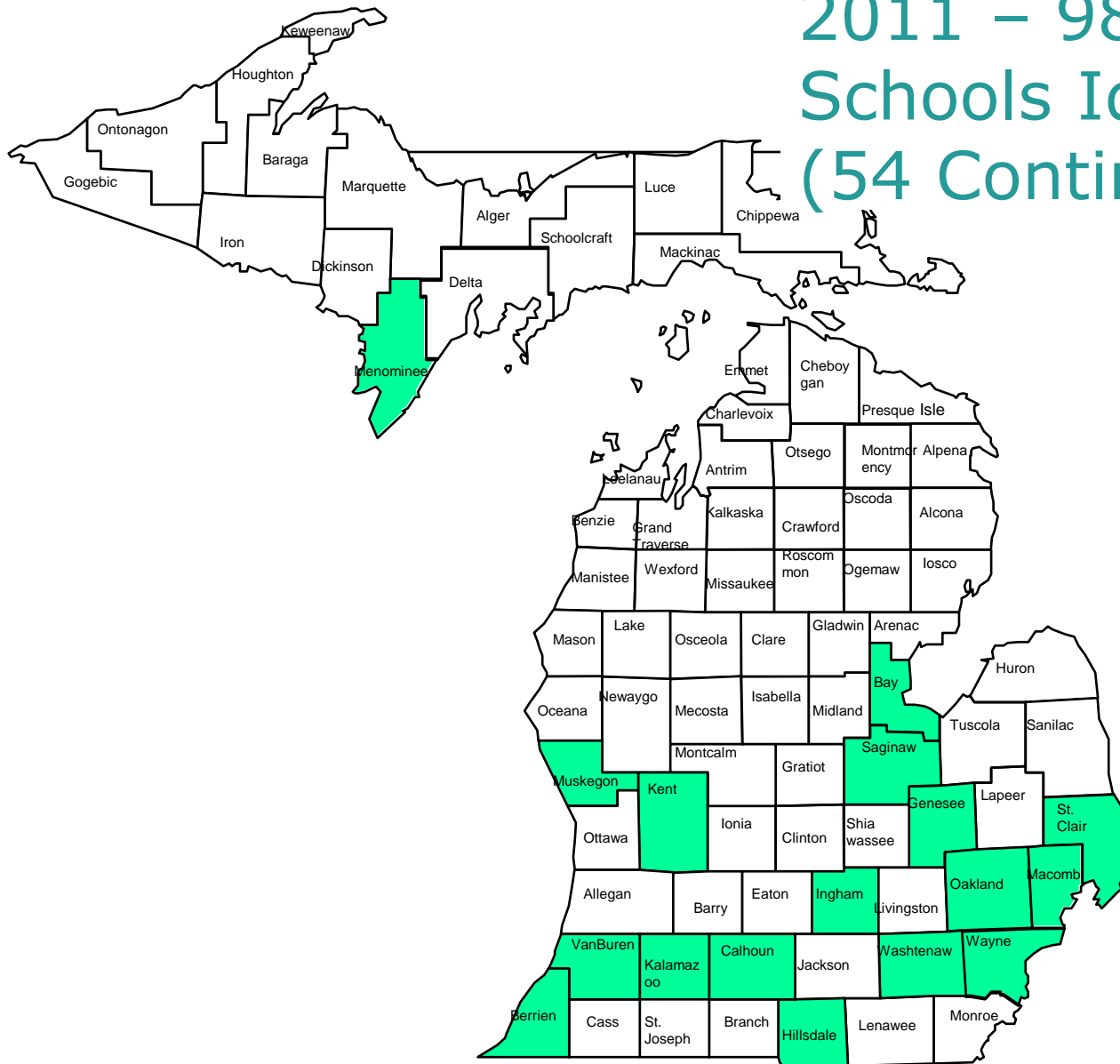
- Agenda

- Brief review of the School Reform Office (SRO) requirements for schools on the Persistently Lowest Achieving Schools (PLA) list
- Brief overview of reform planning and support mechanisms for PLA schools
- Summarize early efforts and outcomes for PLA schools

A map of Michigan showing all 83 counties. The 2019 Scholastic Ideaparcia Midstate Conference locations are marked with colored pins: blue for the first round, red for the second round, and yellow for the third round. The locations are as follows:

- Blue Pins (First Round):** Benzie, Charlevoix, Emmet, Grand Traverse, Ingham, Isabella, Leelanau, Mackinac, Mason, Montcalm, Muskegon, Oceana, Ogemaw, Oshtemo, Saginaw, Shiawassee, Tuscola, Van Buren, Washtenaw, and Wayne.
- Red Pins (Second Round):** Berrien, Calhoun, Cass, Charlevoix, Cheboygan, Chippewa, Clare, Gladwin, Huron, Ionia, Jackson, Kalamazoo, Lake, Leelanau, Lapeer, Manistee, Marquette, Mecum, Montcalm, Muskegon, Oceana, Ogemaw, Oshtemo, Saginaw, Shiawassee, Tuscola, Van Buren, Washtenaw, and Wayne.
- Yellow Pins (Third Round):** Benzie, Berrien, Calhoun, Cass, Charlevoix, Cheboygan, Chippewa, Clare, Gladwin, Huron, Ionia, Jackson, Kalamazoo, Lake, Lapeer, Manistee, Marquette, Mecum, Montcalm, Muskegon, Oceana, Ogemaw, Oshtemo, Saginaw, Shiawassee, Tuscola, Van Buren, Washtenaw, and Wayne.

2011 – 98 PLA Schools Identified (54 Continuing)



Intervention Models for PLA Schools

- Transformation Model
 - Develop teacher and leader effectiveness
 - Implement comprehensive instructional reform strategies
 - Extend learning and teacher planning time / community oriented schools
 - Provide operational flexibility and sustained support
- Turnaround Model
 - Similar to transformation, but replace principal and at least 50% of staff and adopt a new governance structure
- Restart Model
 - Close school and reopen under management of a charter school operator or similar entity
- Closure Model
 - Close school and enroll students in other high achieving schools in the district

Six Research-Supported Quality Indicators For Successful Schools

- Aligned and rigorous curriculum
- Effective instructional practices
- Use of assessment and analysis of student performance data
- Positive school culture focused on achievement
- Effective school leadership
- Parental and community engagement

Aligned and Rigorous Curriculum

- Curriculum is aligned with state standards
- Curriculum is articulated across grade levels and subject areas
- Curriculum is flexible to meet the needs of each student
- Curriculum is monitored and evaluated periodically
- Curriculum includes effective instructional resources

Effective Instructional Practices

- Teachers are knowledgeable
- Teachers are evaluated based on high standards
- Teachers are provided with frequent feedback
- Professional learning is relevant and job-embedded for all staff
- Assessment is frequent and used to drive instruction
- Classroom activities are varied, engaging, and relevant
- Additional assistance is provided for struggling learners

Use of Student Assessment Data

- Assessments are aligned to state standards
- A comprehensive school-level data management system is in place
- Student progress is reported frequently
- Instructional decisions are based on student performance data

Positive School Culture

- High expectations are set for each student
- School environment is safe and orderly
- Diversity is respected
- Student support is provided at key transition points

Effective School Leadership

- Shared vision and mission is evident
- Decision making is shared
- Principal assures an equitable, respectful, and supportive environment

Parent And Community Engagement

- Families are encouraged to participate in school activities
- Families are informed of assistance for their struggling students
- Families and community members are invited to participate in the school improvement planning

Supports for SRO Schools

- Professional Learning Programs
- Monitoring and Formative Feedback
- Technical Assistance
- Resources to Support Reform Efforts

Professional Learning Programs

- Network Meetings
 - Quarterly meetings for school teams focusing on improving student achievement
- Principal Academy
 - Principals only – they set the agendas
- Data Workshops
 - Three-day workshops on student level data; used to inform instructional decisions
- Forthcoming online community network for PLA school leadership teams

Monitoring and Formative Feedback

- School monitoring at least monthly
- Benchmarking / reporting
 - Based on implementation of plan components
 - Utilizing research-based practices and Teaching and Learning Framework
- Also used to develop progress reports for both school use and SRO decisions

How are schools being monitored?

- Our primary goal is technical assistance to improve learning practices and outcomes
- Part of the process is also to determine progress toward goals using the reform plan
 - Are you implementing the reform plan?
 - Are the reform efforts improving learning and school culture?
 - What areas are most challenging (and how can the SRO support progress in those areas)?
 - Are the changes that are being made having an impact, or does the plan need to be revised?
 - Which practices work for school turnaround or transformation, and which don't?

Technical Assistance

- Monitors
- Webinars and related informational resources
- Success stories and case studies

Resources to Support Reform

- Academy of Pacesetting Districts
 - Through Center for Innovation and Improvement (CII); starting with five invited districts
- Beating the Odds list
 - Identifies top-performing schools within demographically similar schools
- Survey of Enacted Curriculum
 - Provides professional learning and assessment of gaps in process skills and content based on curriculum

Resources to Support Reform

- MI Excel (Statewide System of Support)
 - Meetings and coaching to support instructional strategies and use of data
 - Meetings and coaching to support building leadership team
 - School Improvement Review Team
 - School Support Team – comprised of representatives from LEA, ISD, MDE

Resources to Support Reform

- School Improvement Grants (SIG)
 - Federal funds to support reform efforts for Title I schools in Tier I or II schools
 - SIG Grants: \$105,002,723 to 41 schools
 - Schools developed an intervention plan (using same four reform models) that incorporates grant funding to support reform programs

Resources to Support Reform

- Title I, Part A
 - Designed to help low income children meet high academic standards through supplemental instruction
- General Fund
 - Designed to support the basic educational program for all students

Initial Progress of PLA Schools

- School Climate
 - Most significant reported change among schools is school climate and student engagement and attitudes about school
- Leadership
 - Appreciable modifications, including school schedules and increases in shared leadership
- Performance Evaluation, Incentives, and Removal
 - Most are developing new performance evaluation systems, and about half implemented performance incentives so far
- Professional Learning and Coaching
 - Teachers at a majority of schools received PL and coaching of considerable breadth and frequency; less for principals
- Student Achievement
 - Overall gains in reading and mathematics achievement, including some schools exceeding PLA list metrics

PLA School Performance

- Elementary/Middle Schools (39 schools)
 - 79% improved in math proficiency (33% had significant gains)
 - 85% improved in reading proficiency (44% significant gains)
 - 67% improved in both math and reading proficiency
 - 67% have more students improving in math than 2008, and 62% have more students improving in reading (growth trend)
- High Schools (52 schools)
 - 48% improved in math proficiency (12% had significant gains)
 - 46% improved in reading proficiency (19% significant gains)
 - 28% improved in both math and reading proficiency
 - 50% schools improved the four-year math slope; 40% improved in the reading slope over four years
 - 35% of schools recording graduation data improved graduation rates

PLA School Proficiency Changes

	TOTAL SCHOOLS	Change in Math Proficiency	Change in Reading Proficiency
Statewide Elem/Middle Schools	39	3.36%	4.36%
Elem/Middle Schools Showing Math Improvement	31	4.84%	--
Elem/Middle Schools Showing Reading Improvement	33	--	5.41%
Statewide High Schools	52	-0.17%	0.21%
High Schools Showing Math Improvement	25	2.78%	--
High Schools Showing Reading Improvement	24	--	4.01%

PLA School Performance

	TOTAL SCHOOLS	Math Improvement	Reading Improvement	Significant Math Improvement	Significant Reading Improvement	Improvement in both Math and Reading
Statewide Elem/Middle Schools	39	31	33	13	17	26
DPS Elem/Middle Schools	24	18	17	7	6	11
Statewide High Schools	52	25	24	6	10	15
DPS High Schools	16	4	2	0	1	1

** Significant achievement is defined as 5% or greater improvement in proficiency over the prior year*

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